SIERRA EDUCATIONAL NEWS

& BOOK REVIEW



MARCH 1910.

Vol. VI. No. 3

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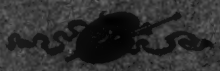
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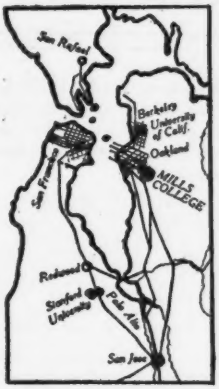
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Mr. Robert Furlong, formerly Secretary of the California State Textbook Committee, once made the statement that no matter how popular a textbook might be—have it adopted for exclusive use in the State—add it to the list of "State Textbooks" and it was sure to soon thereafter become the least popular book on that particular subject so far as the teachers who are obliged to use the book are concerned.

"Mr. Furlong applied to the textbook question a universal truth, viz., that the un-get-at-able is absolutely necessary to peace, prosperity, and happiness. Every school man meets that fact not less than thirty-six or forty times a year.

"About Cyr's Readers there may be an exception or there may not. We used the books a good while before they were adopted, as supplementary books, and always regarded them as among the best. We are going to be consistent and still say that **we think them among the best.** If a change were proposed, I should not know what to offer in place of Cyr. There are other good readers, but better ones I do not know. We ought to have the fifth number of the series. It would work well in the sixth grade and the pupils of that grade need a reading book for good old-fashioned drill in oral reading."

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"The State Readers are all good. I have no criticism to make."

HETTIE IRWIN, Co. Supt., Lake Co., Cal.

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In Six Years TWENTY-SEVEN Textbooks Have Been Changed

"Some time ago I sent a circular letter to a number of the best teachers of reading in Orange County asking for information regarding the advisability of changing the present series of State Readers. Knowing that you are interested in the subject I wish to give you the result of the investigation. I received several replies; some of the teachers made minor objections, but they were unanimous in wishing the books retained in use. Many stated they knew of no better book. Only to-day, I asked the members of the County Board for their ideas concerning the retention of the Cyr Readers. Mr. J. F. Walker, Principal of the Anaheim High School, said, 'Certainly keep them'; Mr. Durfee, Supervising Principal of the Orange Grammar Schools, answered, 'There is nothing better,' and another member said that they were all right.

"I think that the fad of changing books every few years is growing old. Without there is some good reason for changing, we should keep what we have. I wish to add that the school people of Orange County as far as I have been able to ascertain, are in favor of having the Cyr Readers continued in use."

R. P. MITCHELL, Co. Supt., Orange Co., Cal.

"I am of the opinion that we are having too much change in textbooks."

W. D. PHILLIBER, Co. Supt., Lassen Co., Cal.

"I can group myself with those who prefer to use the books we have at present and make use of the money, which a change would necessitate, in purchasing supplementary reading."

G. E. FURBUSH, ex-City Supt., Benicia, Cal.

"We are well satisfied with the Cyr Readers, and consider any change at this time as very inexpedient."

L. A. DURFEE,
Supv.-Prin. Orange Gram. School and member of Orange Co. Bd. of Ed.

"I am thoroughly pleased with the first four volumes of the State Readers. I think that it would be a much wiser plan to retain the Cyr Readers and adopt new supplementary readers."

LILLIAN C. ANDERSON, Co. Bd. Member, Mono Co., Cal.

"The Cyr Readers were in general use in the schools of this county long before the series was adopted as State Texts. Being first adopted as supplementary readers they were regarded by the teachers with much favor. Since the use as a basal series has commenced they have grown in favor and now we think they are about right. The strength of the series seems to lie in the fact that no regular method is advanced; this makes the set suitable for teaching by almost any modern method. We hope no changes will be made in the present State Series Readers. The change would be very expensive to the patrons of the schools. We think, also, that these **twenty-four hour changes** are not good for the pupils."

S. B. WILSON, Co. Supt., El Dorado Co., Cal.

"I am not in favor of a change in our readers. I favor using several sets of readers in each grade. Each of the primary grades should read at least eight different books during the year."

JOHN B. NICHOLS, ex-Co. Supt., Oxnard, Cal.

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"Please count me among the number that are satisfied with the present State Readers. I am much in favor of using many kinds of supplementary readers. There are so many on the market that there is no reason why children should be confined to one—even if it is the best."

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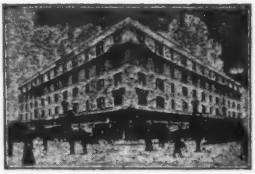
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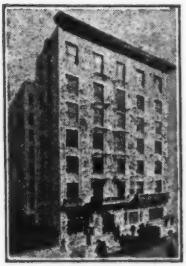
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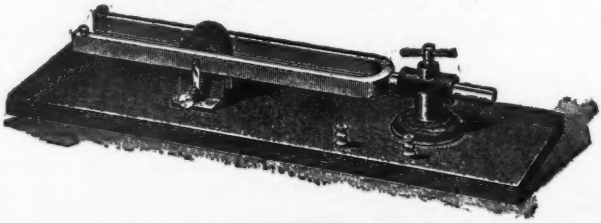
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THE PLAYGROUND

ON the playground the child lives, while in school he prepares to live. That is why it is true that if you can tell me how a child plays, I can tell you how he will work. That is why it is true that more people go to the bad through wrong play than through wrong work; and why play ranks with work, food, and sleep as a necessary part in the balanced life of the child. The playground is cheaper than the reformatory; that is why it is as necessary that children have adequate and suitable play as that they have adequate and suitable schooling.

The play life of a people indicates more than anything else its vitality, morals, intelligence, and fitness to live.

LUTHER HALSEY GULICK

SIERRA EDUCATIONAL NEWS
AND BOOK REVIEW

Vol. VI. *MARCH, 1910* *No. 3.*

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Editorial Comment

L. E. ARMSTRONG

THE FRESNO MEETING

The meeting of the Central California Teachers' Association at Fresno (March 9-11) was a marked success. The counties of Madera, Fresno, Amador, Kings and Tulare held their institutes in conjunction with the meeting, thereby insuring an attendance of nearly eight hundred. As the April number of the SIERRA will be devoted to the meeting, we shall pass now to the consideration of two educational happenings of immediate moment to the entire State, viz.: the completion of affiliation and the permanent organization of the California Council of Education.

THE COMPLETION OF AFFILIATION

The action of the Central California Teachers' Association in accepting the plan for the affiliation of the teachers' associations of California completed the first cycle of a movement which bids fair to prove of far-reaching value to the cause of education in this State. The Central Association was the fourth and last to accept the plan of union, and in accordance therewith to elect representatives to the California Council of Education.

THE COUNCIL OF EDUCATION

We believe that the permanent organization of the California Council of Education at Fresno on March 12, 1910, marks the beginning of an era in the educational development of California. This first session of the newly-established body was a meeting characterized by earnest debate, tempered by kindly consideration. All minor differences were fused in the desire to establish a real union of the educational forces of the State. The formation of one great California Teachers' Association, comprising four sections or branches, was clearly the objective. The thought of all the members of the Council was toward the future, and the inner prayer of all was for the establishment of an effective agency for permanent good.

The California Council of Education has before it a great opportunity for usefulness. Life can be truly measured only in terms of service. With this truth as a guiding principle, the Council will make constantly for greater harmony of effort and hence increased efficiency. Backed by the loyal support of eight thousand teachers and the confidence of the people generally, the Council will help to create and maintain a teaching corps in California second to none in the world. And the object of it all, in the final analysis, will be the bringing of the rising generation to a sturdier citizenry—stronger, truer men, and sweeter, broader women.

OFFICERS OF THE COUNCIL

The report of the committee on permanent organization (which will be given in full in the April number) provided for the election of a president, vice-president, secretary, treasurer, an executive committee of seven, and an editorial advisory board of five. In compliance with these provisions the following were chosen: President, Duncan MacKinnon; vice-president, W. M. Mackay; secretary, L. E. Armstrong; treasurer, to be named by executive committee; executive committee, Duncan MacKinnon, Mark Keppel, Ednah A. Rich, Jas. A. Barr, J. W. Linscott, C. L. McLane, W. M. Mackay; editorial advisory board, Dr. A. F. Lange, Mark Keppel, C. L. McLane, Jas. A. Barr, W. M. Mackay.

A WORD OF ADVICE

Now, fellow-teachers of California, since we have established this Council of Education, it is our bounden duty to stand by it. If it is to achieve that measure of usefulness aimed at by its formation, we must avoid injuring it by unkindly criticisms or sectional jealousies. The Council of Education will thrive on kindly, constructive criticism, but it should not be subjected to petulant fault-finding. Its motives are right, and its actions will be clean.

THE APPOINTMENT OF SUPERINTENDENTS

The time seems ripe for a frank, cheerful discussion of an educational question of much moment to California. We refer to the selection of county superintendents. A certain amount of acrimonious debate, due to mutual misunderstanding, has prevented the careful, dispassionate consideration this question deserves.

At the last session of the Legislature an effort to remove the Constitutional prohibition of the appointment of county superintendents failed signally. This was probably due in part to the fact that no constructive plan of appointment was put forward, and partly to the feeling that the movement toward appointment was somewhat inimical to the interests of the present corps of county superintendents.

While we believe there were no just grounds for the questioning of motives, we do believe that the failure to present a definite method of appointment as a substitute for the present method of election was a legitimate reason for the defeat of the proposed amendment. Society rightly places the burden of proof upon the proponents of change. Before we tear down the old structure, we rightly demand complete working-drawings of the new. The constructive suggestion contains the essence of all valuable criticism. In the case in question, the constructive suggestion was not furnished.

There has been more or less talk at different times concerning the formation of an educational commission appointed by the governor or selected by the State Board of Education to appoint the county superintendents of the State. Such proposals are visionary rather than vicious merely for the reason that their realization is rightly impossible. The schools are an integral part of the life of the people. While our system of

schools as a whole is properly considered a State system, in that education of the young is primarily the duty of the State, the healthy interest and cordial support given locally to schools are due largely to local control. The very fact that our schools are responsive to the people is the secret of their strength. As a general principle, any plan other than the selection of officials by the districts which they serve is undemocratic and to be reprobated.

But it does not follow that there is but one way to comply with the fundamental principle of government. We may meet it by the democratic method (as in the election of a mayor) or by the representative method (as in the election of a teacher by a board of trustees). At present the county superintendent is elected by the people, a democratic process. He might be chosen by a board of five educational commissioners, one from each supervisorial district of the county, elected for a term of four years. By choosing these men in groups of two and three at the regular biennial elections, a continuous policy could be developed. This method, like the election of a teacher, would be representative. If there is a valid reason for the choice of a teacher by a board of trustees, we can not dismiss summarily the proposal for a somewhat similar method of selecting the county superintendent. As a general principle, direct election by the people presupposes a satisfactory knowledge of the duties of the office as prerequisite to passing upon the candidate's fitness. It is interesting to note in the historical development of the county superintendency that the position at first was almost purely a clerical one (similar to that of county clerk or auditor). The taking on of professional obligations and responsibilities has been very gradual and is still far short of what it should be and will be. But the point to be noted is this, that whereas the county superintendency was at the beginning essentially a clerical position, to-day it is essentially and increasingly a professional position. The gradual substitution of a professional relation for that of a clerical one has rendered the question of fitness increasingly difficult to pass upon. As professional requirements for positions increase, we tend more and more to a representative basis of selection. It is our natural adjustment to changing conditions.

From the application of these principles, there would seem to be greater reason to-day for vesting the selection of the superintendent in

a truly representative board than for the selection of a teacher by a board of trustees. But in a final analysis in any given instance, that basis is best, democratic or representative, which secures the better results. Our purpose in stating the argument has been merely to show that there can be no fundamental objection to the appointment of county superintendents. There is no special virtue in direct election itself. Such talk is sheer demagogy or crass misunderstanding. We should have the plan which will give us the best educational results.

Now let us try to apply the representative basis to the present situation in California. We have in mind several county superintendents, men and women, who are seriously contemplating withdrawing from the positions which they are filling with signal ability. And the sad part of it is that they do not wish to withdraw; they enjoy their work and would like to continue. But there is an "unwritten law" in their counties that eight years is enough for any county official. And thus at a time when from a business or a professional standpoint they would be in line for an increase in salary and greater responsibility, they are compelled to step aside and begin again at the bottom. It is little short of a tragedy. Our quadrennial elections for the last twenty-eight years show that not fifty per cent of the county superintendents have served even two terms. Good men and women have gone down to defeat, and the loss to education in broken plans, disjointed policies, and blasted hopes has been deplorable. Truly it seems strange that we should fondly cling to such a system as the best that can possibly be devised!

With the appointment of the county superintendent in the hands of five business or professional men, who can doubt that his tenure would be more secure? He should be appointed for a term of four years—the same as the city superintendent. Certainly such a board by reason of their connection with the educational problems of the county would have a more intelligent appreciation of the superintendent's work than has the average voter to-day. And being on a professional rather than a political basis, the superintendent would not have the annoyance and expense of elections. Faithful work would more surely be followed by appreciation and retention in office, as evidenced by the longer terms of the city superintendents of this State.

The advocates of the plan of appointing county superintendents are not seeking the dismissal of any one. They are urging the step

because they sincerely believe that it will add greater dignity and permanence to the county superintendency. They regret seeing good men and women lost to the cause of education through a bad system. They desire a plan that will effectively recognize and reward increased efficiency. They are confident that reform lies in substituting as far as possible a professional for a political basis. They believe that the appointment of the county superintendent by a representative board chosen by the people of the county furnishes such a basis. Surely there is merit in their contention, merit sufficient to at least justify the most careful consideration. We believe the plan contains merit sufficient to justify the cordial approval of the school people of the State in general and the county superintendents themselves in particular. Let us thresh this question out with good-natured, professional earnestness. Our columns are open.

THE BLUE-BELL

HENRY MEADE BLAND
State Normal School, San Jose

You ask, why for the rose I have no care,
Why choose I not to wear
The lily fair?
My flower, you say,
Is dull and gray,
And common everywhere.
I answer: " 'Tis not perfume rare,
Nor pollen-burst, nor petal-glare,
To which my faith I truly swear;
But to this weedy wind-blown tare:
Because, once in the garden there,
My own true love
A chaplet wove
Of it, and garlanded her hair."

DEFINITIONS PERTAINING TO INDUSTRIAL ARTS*

JAMES E. ADDICOTT
Oakland, California

IN the early stages of civilization education was almost wholly practical and vocational. Education was a means of satisfying the demands made by society upon its individual members. Later, as was the case in Athenian culture during the Periclean Age, the individual was allowed educational rights and privileges over which society exercised no control. From the age of Pericles down to the twentieth century, educational ideals have swayed back and forth between the double purpose of training the individual to his fullest physical, intellectual, and spiritual capacity, and of compelling the individual to conform to the desires and standards of society.

In the recent past education has concerned itself very largely with the psychological problem of how to develop the capacities of the individual; at the present time we are getting a broader sociological view showing the desirability of adjusting the individual to the needs and purposes of society. In other words, society is demanding that our education shall train more directly for vocational and practical life work.

There is now a general and profound awakening to the needs and purposes of industrial education, both agricultural and mechanical. The vocational trend in education is rightly demanding a greater share of time, and the cultural point of view is gradually being adjusted to the demands of society for a more practical and direct training in our public schools.

In nearly every educational gathering of recent date, manual training and trade schools have been discussed, and usually conflicting and distorted ideas have been expressed regarding the meaning and purpose of the various phases of industrial training as conducted in our schools and colleges. Regardless of their real significance, terms are quite generally being used describing the different branches and schools of mechanic arts. The old lady invalid when asking at the bicycle shop for some new rheumatic tires for her chair wheels was no less careless in her diction than many advocates of industrial training. At a recent county institute I heard a principal argue strongly against manual train-

*President's Address, Manual Training Department, National Education Association, Denver, July 6, 1909.

ing in the schools because his boys already were compelled to spend too much time in digging potatoes, milking cows, hoeing corn, and other chores.

It is not uncommon to find teachers who know no difference between manual training schools and trade schools, and in the ranks of our profession may be heard advice to erect and equip polytechnic institutes to train the truants and incorrigibles into industrial habits. It is not surprising that teachers, superintendents, and college presidents, as well as laymen, are bewildered when we recognize, in the various cities of our country, schools offering exactly the same courses in both academic and mechanical work, but designating them respectively (and doubtless respectfully) as technical school, manual training school, trade school, polytechnic school, industrial school, and school of mechanic arts.

It seems necessary that we should put forth renewed efforts to say exactly what we mean, as far as it is possible. We are in serious need of a more uniform nomenclature.

Possibly the first great mistake was in adopting the term *manual training* for a training which was in the beginning and probably always will be regarded as mental training. Because of this unhappy phraseology, it has taken the public generally nearly thirty years fully to comprehend the meaning of manual training; and we can not be sure at present that the term has a definite meaning even in the minds of manual training instructors.

It should be remembered that practically all phases of industrial arts, both agricultural and mechanical, are necessarily interrelated, consequently no segregation of mathematical accuracy is possible. Again, all phases of industrial arts are being readjusted; in fact, they may be said to be in such a chaotic state at the present time that definitions acceptable to-day may be worthless or untrue to-morrow. The definitions suggested are for careful thought and discussion rather than for passive acceptance.

In our discussion of industrial phraseology let us proceed from general to specific terms; let us consider first what is meant by *practical* in its relation to *theoretical*, for these two terms are closely associated in turn with their co-relatives *vocational* and *cultural*.

Every aspect of education shows either a practical or a theoretical trend. At present the tendency away from the merely theoretical toward the practical commands an almost universal interest.

Theory is very largely the result of experience; in a broad sense theory is practice in abstract form. Weak theories are in most instances due to lack of experience. Sound theories and right practices agree perfectly. How to harmonize these two tendencies of education is the supreme task of the student and educator.

Any attempt to separate wholly theory from practice would diminish the efficiency of both. It is impossible to decide which is of more importance, because in a broad sense neither theory nor practice exists separately. They are interdependent and fundamentally related and should not be so commonly contrasted as is customary in educational discussions. Contrasting the elements of theory and practice is of much less importance to the educator than a clear and definite knowledge of their relationships.

The wisest theorists recognize the importance of testing their theories by trying them to see if they will work. Likewise the most practical and successful men of affairs realize the importance of comparing results with the theories and works of others.

The relationships between the vocational and the cultural aspects of education are just as close and just as essential as the relationships between the practical and the theoretical.

In the professional schools and colleges, such as normal schools, colleges of law, of divinity, or of medicine, there is no longer any disposition to question the cultural value of the work offered; nevertheless, these are distinctly vocational schools. In the near future when the full purpose of education is better and more generally understood, our industrial institutions will share the so-called cultural honors with professional schools and colleges.

While the writer regards education for each individual as a unitary process, nevertheless, if we are to be in any way scientific and wish to define terms, it will be advantageous to think of education in its various ramifications and arrange terms accordingly.

Education may be considered as vocational or cultural depending upon the purpose—the vocational corresponding with the practical and the cultural being more closely related with the theoretical. We are all familiar with the so-called cultural schools and subjects offered; languages, history, mathematics, and recently, science has been included. Vocational schools may be either professional or industrial. There is

a long list of professional schools—normal schools, theological seminaries, schools of music and art, colleges of medicine, law, etc.

Under industrial there are two well defined though not distinct divisions—agricultural and mechanical schools. In the field of agriculture there has been an effort toward a scientific and uniform phraseology. Such terms as Agronomy, Zootechny, Horticulture, Viniculture, and Rural Engineering are supposed to cover distinct fields of work and are thus used with a fair degree of uniformity.

There are a few college courses in the mechanical field, such as architecture, irrigation, and electrical engineering having well defined meanings; but in our secondary schools there is a most alarming jumble of terms and phrases relating to mechanical courses and schools. We have the four names—manual training, polytechnic, technical, and mechanic arts—to represent exactly the same lines of mechanical work, and these schools include also fairly uniform courses in fine arts, domestic science, and domestic arts for girls.

Would it not be less confusing if *polytechnic, technological and household arts* were used to describe mechanical and domestic courses in colleges and institutes, and *manual training* and *household arts* used for similar work in the secondary schools?

Then omit the word *technical* from the list of mechanical schools. The training of an artist, a musician, a teacher, a minister, or a physician requires as much, if not more, technical instruction than the training of a carpenter, a blacksmith, a milliner, or a cook. *Technical* and *vocational* are broad synonymous terms; in fact, both wholly include *polytechnic, agricultural, industrial* and *professional.* When used in a narrower sense technical training should be wholly associated with trade instruction.

While there are specific mechanical lines of technical and vocational training which are obviously in need of development for the benefit of the trades, nevertheless, it would seem unwise to use such broad general terms to describe specific work for which there is already an over-supply of descriptive terms.

There are some reasons for applying the word polytechnic to such high schools as are doing the equivalent of college work in their advanced classes. It is not necessary, however.

Selection and elimination are obviously required in reference to household arts courses for young women. Here we find six or more ways

for saying the same thing. We offer our girls in one school the domestic arts and sciences, in another household economy, in another household arts and sciences, in another home economics, in another domestic economy, and in still another household management. In our efforts to be dignified we often fail to convey the idea that artistic needlework and scientific cooking are the two essential branches which these terms are commonly used to connote.

The term *manual training* has been loosely applied to all sorts and kinds of work, from stenography, clay modeling, and whittling to college industrial courses. Even manual training specialists and tradesmen find much difficulty in distinguishing clearly among industrial, trade, technological, and manual training schools. The work of each of these schools is similar in many respects to that of the others. Each lays special emphasis upon scientific and mathematical subjects in preference to language and history. The hand courses offered are drawing, designing, and tool work, with special attention given to the transforming of materials by means of tradesmen's tools. Although trades are not always taught in these schools, instruction in the underlying principles of some of the mechanic arts is a prominent part of the work of each. Each aims at greater efficiency among our tradesmen, and each finds its chief reason for existence in the needs and purposes of the industrial world. The chief differences among these schools are of a technical nature, designed primarily to meet the needs of special communities or particular classes of students. From an educational standpoint there are no great differences as a rule, unless they are found in the practical purposes of the different schools. The courses of study are not only similar, they also approximate very closely the regular work of the more strictly academic schools.

The industrial school looks broadly out upon the agricultural, manufacturing, and commercial pursuits and aims to prepare directly for them. The trade school is a substitute for the old apprentice system and usually offers a short and direct preparation for some specific trades, sometimes omitting all academic branches of study. From the cultural viewpoint of education, the trade school as a possible part of the public school system is the least desirable of the four schools mentioned above. The industrial school stands next to the trade school. Both, as a rule, take a narrower utilitarian view of education than the manual training and

technological schools. Some exceptions may be found, such as the combined Lick and Wilmerding Schools of San Francisco, where a thorough academic high school course, as well as a fair technical training, are prerequisites for the subsequent two years' trade school course. These two combined schools illustrate the highest conception of secondary trade school work in America. Some of the so-called industrial schools of the South are exceptions also. The Louisiana Industrial Institute, at Ruston, and the Texas College of Industrial Arts for women are at once technological, industrial, and trade school judiciously combined with complete modern academic courses of study.

Industrial and trade schools are sometimes semi-factories, selling their products to defray expenses. Indeed these schools are sometimes run in conjunction with factories, thus limiting the pupils' opportunities for a liberal education or even a broad industrial training. The factory school has caused the name industrial to lose the high esteem to which it is justly entitled.

It is due to the factory schools and truant schools that the name industrial does not convey the correct notion of the high class work done in some of our schools and colleges. If the word *arts* were annexed, making the name read *industrial arts*, there would be a clearer understanding of the manual training and technological work as conducted in the best industrial schools.

We are in need of an inclusive expression to stand for the whole scheme of hand work as conducted in our kindergartens, elementary schools, high schools, and colleges. There is a strong sentiment in favor of adopting the expression "industrial arts." The special courses of the agricultural college may be consistently scheduled as work in the industrial arts, and thus we may have a satisfactory inclusive expression. The terms "manual training" and "industrial training" have been used so long in so many different capacities that they would probably prove misleading. "Manual training" would be satisfactory for elementary and high schools, but the term has seldom been used in connection with college work.

"Manual training" stands for two generally accepted ideas: (1) tool work for boys, such as joinery, woodturning, and forging; and (2) the whole scheme of mechanic arts, including also all lines of handwork in the elementary school and household arts, design, and ceramics in the high school for girls.

It is evident that "industrial arts" is a more inclusive term than "manual training," and expresses more clearly than "industrial" or "manual training" the work done in institutions doing technological or agricultural courses. Manual training and technological schools are nearly similar in purpose and content; the schools of technology usually begin their work during or subsequent to the manual training high school course.

During the last ten years the scope of manual training has broadened beyond the manipulation of wood and iron, until at present it includes a knowledge of, and power over, a greater variety of materials, such as cotton, cereals, straw, clay, fruits, cardboard, reeds, metals, and leather. In its initial stages manual training as a school subject was concerned with the problems of a limited number of constructions; its theories were based upon the idea that sheltering structures protect man in his civilized conditions, and thus make possible our modern attainments and culture; it omitted two more essential needs of mankind—food and clothing.

When manual training schools began to broaden their work so as to include the fundamental principles of all industries, it became evident that the procuring and preparation of food and the processes of making clothing were as important from the standpoint of education as constructions for shelter and transportation. Moreover, the study of foods and clothing when carried beyond mere theory naturally led to manual training courses for girls.

The manual training movement is an educational movement; in a broad sense it includes the sum total of all forms of educational handwork that may be taught in connection with school work. Manual training may be defined as "any line of handwork which is a necessary factor in the acquisition of hand skill or of knowledge." If the purpose of handwork is not an educational purpose, it becomes merely manual labor or purely play or empty gymnastics.

Over a decade ago this manual training department of the National Education Association defined manual training as "the transforming of materials by working with tools according to principles fundamental in the industrial arts." Does not this definition omit many of the essential features of the great manual training movement of to-day which is planning to make every phase of school work a part of the pupil's life-work?

In the kindergarten and primary grades manual training has a broader

significance than could be possible through the use of tradesmen's tools alone. Especially in the primary school, and to a great extent in grammar grades, manual training is as much a method as it is a subject. By means of manual-training processes and methods we find the theories of Froebel, the teachings of Comenius, the principles of Locke, and the methods of Agassiz controlling very largely the methods and work of primary education.

The great majority of manual training schools are high schools preparing for entrance to some university or technological school. There are, however, a few exceptions, such as the Horace Mann School of New York City, the University School of Chicago, the Newman Manual Training School of New Orleans, and here and there a few public schools which offer manual training in every grade of the elementary course and continue it through the high school. This is an ideal plan; in fact it is the only plan giving manual training a full opportunity to show its worth in an educational way. The best educational results of manual training from the standpoint of the teaching profession are obtained in the kindergarten and primary grades. As the pupils advance to the high school all studies become differentiated and more highly specialized, and manual training becomes more technical, vocational and specific.

Industrial, trade, and technological schools are established for the purpose of developing tradesmen of superior technical skill. The manual training high schools aim to accomplish the same ends and much more; they have ever stood for a broad, liberal, and progressive education, but have never underestimated the practical and intrinsic value of the so-called cultural subjects. The manual training school aims to accomplish the double purpose of training for immediate life work, and at the same time to prepare its pupils for the university in case they wish to continue their institutional education. Comparison shows that a much larger ratio of pupils from manual training schools enter the universities than from industrial and trade schools.

It appears that trade schools and manual training schools are at present quite different in purpose; the former look for immediate results and minimize the value of a cultural education; while the manual-training schools aim to give a superior cultural education by adding experience and practice to the theories of the classroom.

There is a growing need for more intelligent tradesmen and farmers, and the time is coming soon when strictly vocational work of the industrial and trade schools will be offered as electives in many of our best high schools. In the past the cultural theories of education caused all manual training advocates cautiously to avoid any direct vocational work. With our new ideals of serviceableness and efficiency, and with a renewed and more sensible spirit of democracy, we may expect in the near future ample provision in some of our high schools for strictly trade school work.

SCHOOL WOMEN'S CLUBS: A STATEMENT

Prepared by
ELEANOR M. SMITH, EMILY M. DODGE, MARY H. POST,
ANNA M. WIEBALK AND FLORA CONOVER

AT a special meeting of the Federation of School Women's Clubs, called by the president, to meet at the Palace Hotel, December 30, 1909, a committee was appointed to write for publication in the school journals, a short account of the purposes and plans of the Federation in order to answer the many inquiries made in regard to the organization during the meetings of the association.

The Federation has entered the second year of its life, and it is with much gratification that the members review the past and feel that an "efficient life" for the future is assured.

The prime reason for the formation of the School Women's Clubs, and later of the Federation, lay in the great need of co-operation among those who form the larger part of the teaching force in California. The lack of this co-operation in the past has failed to secure for them that professional recognition which other professions have, and made it difficult to maintain standards of conduct and work worthy of the vocation. Women teachers have been slow to learn this need and to seize the opportunities for that broader outlook and greater usefulness in their pedagogical, social, and civic life which, single-handed, were unattainable.

It is hoped that the number of clubs will greatly increase during the coming year. At present there are twelve, representing all phases

of school work—kindergarten, elementary, secondary, and normal. Each club is independent in its organization, mode of conducting meetings, and lines of work. In some the social as well as the educational side is emphasized, while in others activities suggested by the committee of education of the Federation of Women's Clubs have been engaged in. Among these are—

1. The raising of grammar school scholarships ($150) for children under fourteen years of age—the only method by which the child-labor laws can be enforced without exception.
2. The co-operation with parent-teacher association in
   (a) Improving and beautifying schoolhouses and grounds.
   (b) In having the school playgrounds open under proper supervision after school hours.
   (c) In providing open-air classrooms.
   (d) In introducing "plays," folk dances, etc., that the children, especially in the large cities, may, through their exercise, escape some of the temptations of street life.
3. The special study of the Juvenile Court Law.

So successful have these clubs been locally, and so fraternal a spirit has gone out, that the Federation is the result. Of this mother society, Miss Agnes E. Howe of the San Jose Normal is the president.

In some localities, notably Berkeley, the School Woman's Club has federated with the State Federation of Women's Clubs. This was done at the request of the president of the latter in order that the women might be informed as to the needs along educational lines of both child and teacher, so that when legislation concerning school matters is proposed, they might intelligently use their influence to restrain or secure its enactment.

Uncle Eben's Advice

"'Tain' much use o' arguin'," said Uncle Eben. "If you's talkin' to a man dat has mo sense dan you has, de bes' thing you kin do is to keep quiet an' listen. An' if you's talkin' to one dat ain't got as much sense as you has, you's wastin' yoh time tryin' to pas around amachure education."—*Washington Star.*

THE ELIMINATION OF WASTE IN EDUCATION

FRANK F. BUNKER
Superintendent of Schools, Berkeley, California

IN the discussion of this topic I desire to direct your attention for a few minutes to three considerations: First, the elimination of waste through the elimination of the laggard in the school; second, the elimination of waste through the elimination of the poor teacher; third, the elimination of waste through the better use of time in the schoolroom.

The Laggard in Our Public School

One of the serious problems which confronts each of us in our work is the problem of the laggard in our public school. The present age can be contrasted with the past in many respects, but in no particular is this contrast greater or more striking than in the care and consideration which society is giving to her defectives in body, in mind, and in morals. In every civilized country of the world great thought is being given to the remedial education of such. This is important and to be commended highly, and yet these unfortunates comprise but an inconsiderable part of our school population, not more than one or two per cent at most. Our serious problem is not with these, but with the great mass of children who pass through their grades more slowly than do their fellows. These comprise from five to fifty per cent of the population of our schools and they will become either successes or failures in life, depending upon whether in these early years they have formed the habit of success or the habit of failure. Studies of the progress of school children through the grades, which have recently been made in many of the large city school systems of the country, show that thirty-three per cent, on an average, of the children are over age, or "retarded" children; that is to say, thirty-three out of every one hundred children in our schools on an average are below the normal grade and are taking more than the normal time to complete their work. Investigations show that for every child that is making more than normal progress there are eight or ten who are below normal. Again it is shown in these investigations that the general tendency of the American public school is to carry all the children through the fifth grade, one-half through the eighth grade and only one in ten through the high school.

If it is true, as I have stated, that there is such a thing as forming in early childhood the habit of success or the habit of failure, then this

question of the failure of pupils in our schools to meet the requirements of their grades is indeed a serious one, and for two reasons: First, because of the bad effects psychologically on the pupil who fails; and, second, because of the financial loss to our schools through having to hold the repeaters in school longer than the normal time.

The great alienist of New York, Dr. Adolph Meyer, has offered striking testimony to the bad effects of failure. In a recent paper he described some of his patients who greatly needed his help and whose trouble began, he said, by falling behind in their classes in school. In consequence, he says, they were cut off from accomplishing real achievement, and as a result they took refuge in imaginings which became more vague and vast in proportion as they receded from reality. Finally in the last stages the victims fell into a torpor from which they were aroused with difficulty.

In a famous institute for neurasthenics in Massachusetts the remedial effect of achievement is recognized. The patients are not given rest, fresh air, exercise, merely for the sake of rest, of fresh air, and of exercise, but rather the emphasis is placed upon having real work to do. Tasks are devised which amount to something and which every individual can do well, and the attendants insist that they be satisfactorily performed. The beneficial results of this method of treatment have been remarkable.

The same principle is employed by charity workers in dealing with moral weakness and disease. They have learned that not what you do for a man, but what you get him to do for himself is what helps him. Not what you put into him, but what you can get out of him, is the theory that charity workers are now holding. Achievement is the essence of their system.

On this point of the effect of failure on the pupil who fails, I quote from a very helpful book recently issued by the Russell Sage Foundation Fund and entitled "Laggards in Our Schools":

"We have seen that a large part of all the children in our public schools fail to make normal progress. They fail repeatedly. They are thoroughly trained in failure. The effect of such training should be carefully considered, for the problem it presents is a grave one. It does not make much difference what we have to do, whether it is a great thing or a little thing, so long as we feel that it is possible for us and

that we can do it if we try. There are few more hopeless things in the world than to have it borne in upon us that we are driving against a thing that we can not do. Yet this is the sort of training that we are giving a large part of all of our children.

"Under our present system there are large numbers of children who are destined to live lives of failure. We know them in the schools as the children who are always a little behind physically, a little behind intellectually and a little behind in the power to do. Such a child is the one who is always 'it' in the competitive games of childhood. He can not jump so far as the other boys; he takes a step more in getting across the street from curb to curb when the boys are seeing in how few steps they can do it. He always falls below; he falls down—he knows he is going to fall.

"There is no teacher but will recognize the picture of this boy, and, indeed, with some modifications, it fits many girls just as well. They are not the mentally deficient, exceptionally dull children. They constitute a large part of all of the children in most, but not in all, of our school systems. These are the children that too many of our schools are confirming in the habit of failure.

"Success is necessary to every human being. To live in an atmosphere of failure is tragedy to many. It is not a matter of intellectual attainment; not an intellectual matter at all, but a moral matter. The boys and girls coming out of school clear-headed and with good bodies, who are resolute, who are determined to do and sure that they can do, will do more for themselves and for the world than those who come out with far greater intellectual attainments, but who lack confidence, who have not established the habit of success, but within whom the school has established the habit of failure."

If it is true, as I have suggested, that it is possible to establish either the habit of failure or the habit of success in the early days of childhood, then it is likewise true that we school people have been very negligent in not having given more attention to this matter of the laggard in our schools. I have to confess that I do not know, in my own schools, exactly how many children are failing in their work nor why they are failing. However, I propose before many days elapse to find out what these conditions are.

In all of our rapidly growing cities, school departments are greatly handicapped because of over-crowded rooms and the lack of sufficient funds to provide proper equipment and an adequate number of teachers. It is significant in this connection to note from the reports of the investigations into this question to which I have already referred that it is costing the departments of the large cities of the United States twenty-seven million dollars annually to take care of the repeaters, and the question is raised as to whether this does not account in a large measure for the cause of our over-crowded schools in the lower grades and also for the lack of sufficient funds to properly equip and maintain the same. It is rightly pointed out, therefore, that the schools are going to the additional expense of educating twice over a large percentage of their children, which of course means a very considerable addition to the burden of the community.

Without taking time to discuss in detail constructive measures for taking care of our slow pupils, I merely mention a few topics appertaining thereto which offer suggestions to this end. First, making our systems of classification and grading very flexible; second, following up our pupils who are transferred and seeing to it that they begin in their new school where they left off in the old one; third, looking well to the health conditions and the physical defects of the children with a view to removing the handicaps under which they may be working; fourth, seeing to it that the attitude of the teacher and principal toward promotion is a proper attitude, for it is true in many schools that our people have an idea that the excellence of the school is to be determined by the number of pupils which it fails to promote; and then, last of all, paying great attention to ways and methods for securing regularity of attendance on the part of the children in the school, for it must be said that undoubtedly this is the chief factor in the retardation of our pupils.

Eliminating the Poor Teacher

I presume that you will immediately infer from the way in which I have stated this topic that I am advocating the policy of lopping off the heads of all people who do not measure up to the high standard set by respective boards of education and by school officials, but in this you are mistaken. I am very confident that with the high standards which have been set for the certification of teachers by our State Board

of Education and with the excellent professional training which teachers are now receiving in normal schools and universities, that only in very rare instances should a board of education or a superintendent find it necessary to resort to drastic measures in order to improve the personnel of the teaching force. Furthermore, we school officials must always keep in mind this fact, that a teacher's chief stock in trade is her reputation for successful work, and before a superintendent ever recommends that a teacher be dismissed he should be very sure of his ground.

The method of eliminating the poor teacher which I wish most to emphasize is the method of eliminating her by transforming her from a weak teacher into a strong teacher. This is constructive rather than destructive and it places the responsibility where is properly belongs, upon the superintendent and his supervisors. If such are doing their own duties and fulfilling in satisfactory measure their own responsibilities, there will be, in every department, means afforded whereby the weak teacher will be increasingly helped. This also places emphasis upon growth in a school department rather than upon a condition wherein everybody rests back upon their past successes, as is the case in self-satisfied communities and departments. I shall not take time to enter into the discussion as to how this improvement can be brought about, for after all no general rules can be laid down in such a matter inasmuch as it largely depends upon the personal initiative of the individual superintendent and the supervisors and no two can accomplish the same results in the same way. In my own department I find it rarely necessary ever to recommend that a teacher be not retained.

In improving a corps a great deal of thought should be given to the incoming people, for more than half the battle is won if only strong people be recommended to positions. When the teacher is finally selected the principal and superintendent should stand squarely back of her in every reasonable matter. They should so shape conditions for her as to enable her to do successful work continuously, for the effects of failure on the teacher who fails is fully as bad as are those on the children who fail.

A More Careful Use of Time in the Schoolroom

My experience in teaching and also in the supervision of teachers leads me to feel that we have by no means stopped up the waste places in our schools in this matter of the loss of time. Teachers lose time

through not properly planning their day's work; they haven't specifically and definitely in mind the things which they propose to do next and in consequence too frequently I find them floundering more or less helplessly and ineffectively in their work. Children in the elementary schools in particular are by no means worked to the limit of their capacity, even with a safe margin of health allowed. When a child is learning naturally and normally it is marvelous what he can accomplish in a given time and without forcing. In a recent editorial in the Outlook there is described a boy who has just entered Harvard University at the age of eleven years. He is specializing in the highest forms of higher mathematics. Before he was three years of age he was taught to spell and read; before he was five he could not only write but also use the typewriter with considerable dexterity; at six years of age he entered the grammar school and within six months had passed through seven grades; he entered the high school at eight years of age, where he distinguished himself in the study of mathematics. He is likewise proficient in numerous other studies, particularly in history, astronomy and the languages. Besides all of this he is a robust and sturdy boy. His father, who is an eminent medical psychologist, claims for the boy no unusual innate ability, but states that the boy's proficiency is due to the system of training which he has employed. I fancy that we would be inclined to attach more significance than the father to the part which inherited characteristics may have played in the boy's development. Nevertheless when we realize what some children under our own observation have accomplished under careful direction, we are compelled to conclude that the rank and file of the children in our grades are by no means drawing upon their "hidden energies."

Again the time of the children in our schools can be utilized to greater effect by giving more attention to teaching the children how to study. I do not believe that any teacher of mine ever gave me any instructions in the art of studying. I do not believe that anyone ever suggested to me that the thing to do when one is studying is to pick out the important thought in a paragraph or a series of paragraphs and to group about it related thoughts, yet when one stops to think about it, what are we teachers in the schoolroom for, if it is not primarily to teach the children how to study. Our work in the schoolroom lasts for eight years, or at most twelve, and then our young people pass from

our hands out into the world of life and activity. Before they leave us they must be endowed with motives and tastes such as will give them a craving to continue their education long after they have left the formal work of the schools. We must, therefore, teach them how to use the library, how to use books and how to get material therefrom with expedition and judgment. A book just off the press by Frank McMurry and entitled "How to Study and Teaching How to Study," should be purchased by every teacher and thoroughly read, for it is the most helpful discussion of this subject yet written. He illustrates this point I am just making by an experiment given to sixth and seventh grade children. A short selection from a textbook in geography was given to eight hundred forty-two children with the following instructions: "Here is a lesson from a book such as you use in your class. Do whatever you think you ought to do in studying this lesson thoroughly and then write down the different things you have done in studying it. Do not write anything else." Out of the eight hundred forty-two children only fourteen stated that they had found the subject of the lesson. Professor McMurry herein points out the need for specific motives as one approaches a study; how ideas are to be grouped and organized; how the child should be taught to grasp the general worth of statements which he reads. He also emphasizes the necessity of using the ideas one gains in a constructive fashion if one is to be sure that the ideas have become a part of one's self. There are many other factors, too, in his analysis of studying which he discusses at considerable length which will repay reading.

By planning the day's work more carefully and by giving much attention to the problem of teaching children how to study, time in the schoolroom can be more effectively conserved. In addition, by reducing the number of laggards in our schools and by securing growth on the part of our teaching corps, we can go far toward eliminating the waste now to be found in our educational work.

Absent All Around

The absent-minded professor returned home one evening, and, after ringing his front door-bell for some time to no effect, heard the maid's voice from the second-story window: "The professor is not in."

"All right," quietly answered the professor; "I'll call again." And he hobbled down the stone steps.—*June Lippincott's.*

MENTAL, PHYSICAL AND EMOTIONAL VALUE OF MUSIC

Quotations from Educators Selected by

VICTORINE HARTLEY

Supervisor of Music, Berkeley, California

Prof. W. A. White: "There is no subject in the modern curriculum that has such a broad educational outlook, that touches so many interests, that reaches the individual in so many ways, that is as powerful for culture and the good, as music; in music we have the imaginative, the feelings, the best impulses, and fully as much intellectual interest as in mathematics. Compare music with any other subject taught in the schools, and its general superiority in every particular will soon be clear."

Mary C. Cone: "Music in a sense covers the whole range of human interests and human activity. It contains the essence of all other subjects of the curriculum—the exactness of mathematics, the completeness of language as a means of expression, the fullest opportunities for the imagination and feeling of all the arts. It enters into every phase of life and yet preserves its own spiritual quality always."

Prof. Grant Chambers: "Music holds its place in the school curriculum not pre-eminently for the sake of music, but for the sake of education."

Mental Side of Music

Chas. B. Jennings: "I know of no branch of study that requires such concentration of mind, such strict attention to every detail, such quick and accurate judgment, as vocal music."

Frances Elliott Clark: "Music is recognized everywhere as a valuable factor in the development of the boy or girl. Compared with other subjects of the school curriculum, it has more power to awaken and stimulate mental activity; more power to induce clear, quick thinking; more power to concentrate attention."

Mamie C. Cone: "Music vitalizes and reinforces every other branch of study because it will develop the feeling, stimulate the power of imagination, open the mind of the child to impressions, making him more responsive to the influence of the other branches as they come along."

Frank Damrosch: "Singing from notes requires great concentration of mind, quickness of vision, and activity of brain. The voice is attuned to musical vocalization; the enunciation of consonants is made

clear and distinct, and thus is gained a refining influence on speech. The child's imagination is kindled and developed. The study of music brings a child into close touch with history—past and present. No life of a nation can be complete without its musical development. Music, alone, gives the child a vast knowledge of the poetry in literature. Nature sings itself into the life of a child. Biography and geography are a part of one's musical education."

Physical Side of Music

Chas. B. Jennings: "Music is physical. If children are purposely taught the production of tone, and also the proper method of breathing, music would be a prominent feature in their health. In the deep inhalings and long sustaining of tones, every portion of the lungs gets an influx of fresh air. The lungs expand, bodies become erect, and correct breathing is established."

Frank Damrosch: "Properly taught, music becomes one of the most valuable physical, mental and spiritual exercises in the curriculum of the school. It promotes deep and regular breathing, conducive to better circulation and aeration of the blood."

Emotional Side of Music

T. P. Giddings: "Music gives the soul a chance to expand in the melodious atmosphere of the divinest of arts and to live its life upon a higher, purer plane."

Chas. B. Jennings: "Music reveals to a child his better self. He can not understand why, nor is it necessary that he should. It serves as a vent to his pent-up enthusiasm. It raises him above him own level and that of his surroundings to what to him is ideal. It is possible for a boy to attain his ideal almost in one brief moment while he sings one beautiful song. For him the world is changed. His heart is soft and tender and he feels that calm and peace and joy that belong to the realm of the beautiful while his soul is borne upward by a power which he can not comprehend, expands to a fuller measure and communes with the Infinite."

Mrs. Frances Elliott Clark: "Music appeals directly to the feelings, stirs and touches a deeper chord, moves to right thinking, hence to right doing. It most surely reaches the aesthetic and emotional nature

of the child and lifts it up to a higher plane, quickening the whole moral structure and stirring the brain centers of thought, emotion, and will into motor activity. In music, we have a powerful weapon to drive home the great truths of right thinking and noble living. In no way can there be so beautifully and wholesomely taught the lessons of valor, of honor, reverence, truth, adoration, love of nature, love of home and country than in the singing of songs."

Frank Damrosch: "In the study of music, the child's imagination is kindled and developed. His aesthetic sense is quickened, and his power of self-expression is greatly increased. Class and choral singing inculcates subordination, discretion, and the recognition of the value of co-operation for a good and beautiful purpose."

Slang of Good Parentage

Some diligent student contributes to *Puck* a list of striking instances of the use in famous books of slang phrases which came into vogue long after the writers who fathered them—often, it is true, in an entirely different sense—passed away from earth. "Forget it—cast it away" comes from Hawthorne's "Marble Faun," and "It's a sure thing" is found in Goldsmith's "She Stoops to Conquer." It appears that "Twenty-three," signifying the last, is in that wonderful and least Dickensesque of Dickens's novels, "A Tale of Two Cities." "Cut in and win" is traced to Thackeray's "Vanity Fair."

Farther back, "Nothing doing" crops out in Addison's Letters, and "Gone to the wall" is found in John Bunyan's immortal "Pilgrim's Progress." In "Love's Labor Lost" it is discovered that Shakespeare says: "Give Hector a gift—a gilt nutmeg—a lemon." So one of the best slang-born phrases of the day, "Make good," can be located in Deuteronomy.

The truth is that many slang expressions are merely the popular discovery or second birth of phrases and words of ancient and excellent lineage. It is a great mistake to lump all slang together as of like quality and justification for its existence.—*Cleveland Leader.*

HISTORY IN THE GRADES

PROF. J. N. BOWMAN
University of California

THE general criticism made of education the last few years has compelled history, like other subjects, to take an invoice of its methods, ideals and aims. It has been forced by a new criticism to give reasons for its existence in the school system and to become self-conscious of its ways of doing things. A kind of criticism was made earlier by the educational world itself; but now the people, the children taught and the parents of the children taught are asking of it and other subjects, What is its value? What is its good?

The questioners have a right to ask these questions. This country was conceived and founded on the principle of democracy; to deny the people the right to ask these questions is to declare vain the principles and ideals fought for from Morgarten to Saratoga, from Magna Carta to the Russian duma. We have educated the people; we have opened their minds to higher things; we have tried to place in their intellectual hands some tools and the knowledge of their use. They are now using these tools on the very institution that gave them these things. That the people should ask these questions indicates at once the life and intellectual activity abroad in the land, and the surplus of time and energy for higher things after the sterner struggle for food, shelter and clothing has been fought and won. It shows also the clarity of vision and the correctness of mind in asking these questions of education; for education has as its ideal aim the high art of living.

As education advances and specializes in its own development as a separate subject, and as the various subjects of the educational system advance and specialize, they too often forget that all knowledge and wisdom, as has well been said, starts from life and returns to life. The people are in life, education prepares them for it: is it successful? The people are like patients, the teachers are like physicians, and education is like medicine for the ills of democracy: the patient is now asking himself how he feels after the treatment.

History is one of these subjects in the school. It entered late and is now undergoing its series of questionings. I think that it can be taken for granted that there are many things needing reform; teach-

ers themselves will grant this. That history can consider these questions only implies its healthfulness.

Another thing, I think, can be agreed upon, and that is that history should form one continuous course of study from the grades to the graduate school, or from the grades into life. This question has only been considered of late years either in regard to history or any other subject. English has done most and history, perhaps, least. The question has not been fully answered in any of these subjects, but, if I foresee correctly, the answer will be as indicated. The isolation of subject from subject in a grade, or of grade from grade, was the natural development of the conditions of the nineteenth century; and the corrective for this splendid isolation and specialization is also a development of the late nineteenth and early twentieth centuries.

At this point an observation must be made: that courses of study, books on method, etc., do outline a general growth of history in the grades; the Committee of Seven has done the same for the high school; and that practically nothing of this kind has been done for the university. Granting this to be true, it must be noted that between grades, high school, college and university there is as yet no agreement, conformity or understanding. This is not a serious question for the general people who get the grade schooling and at furthest the high school. But another observation must be noted: that this continuity in the grades or in the high school is a gradation and continuity of subject *matter* and not of subject *power;* a gradation of stories of great men from Alexander and Caesar, Charlemagne and Richard to Washington and Bismarck; a gradation of stories of nations from Greece and Rome to America, ancient to modern, from the continent to England and thence to the United States. But there is no equal self-consciousness of the growth of the power of organization, of the ability to use the facts, stories, dates, etc., of the ability to classify, analyze, organize and deduce. This is sometimes done, it is true, in individual subjects by individual teachers; and a large school may have two or three teachers who do this kind of work in a greater or less degree. A whole school or course of study from the grades to the high school built on this "power method" is something yet unknown; and the continuity of this method on into the college and university is something almost undreamed of.

I do not think that any one would question the desirableness of this method. Power and wisdom is the criterion of our day; efficiency, not knowledge alone; activity for the subject itself, for pleasure, for use or for profession; the dynamic along with the static—these are different ways of stating the same thing. The very nature of chemistry and physics—the natural sciences generally—lend themselves readily to the gradation of power, of relation, of the dynamic; but English and history—the humanities generally—have been almost oblivious to this problem.

There are two reasons that explain somewhat this condition of affairs in history. The first is the widening of the scientific method from the more obvious to the more fundamental relations and activities of matter. The other person is of a dual nature: the teachers on the one hand and the superintendents on the other are only now becoming conscious of the possibility of grade and high school teachers meeting together on a school or subject basis.

How can history be organized on the "power method" basis and be made continuous from the grades into life or into the higher schools? That is the problem.

History is a lifelong study—stretching from the stories of childhood to the reading and study of the evening of life; it is as varied as human interests and activity. The introduction to the study of history falls in the grades; it is here that the child learns the first stories of the past and the first methods of history so far as any exist. The grades are only one part of the long study of history, and that the beginning; they lead out either into life or into higher grades.

Not only is history a lifelong study of the individual, but it is also the lifelong study of the race—stretching from the childhood of man down to the progressive presents, which each age proudly believes to be the greatest of them all. As the grades introduce the child to the study of history, they also introduce him to the great "present" of the life development of the race; they introduce him to the study of the past of life and also to the present of the same life. The grades, therefore, look two ways; and the facts and methods of history which the child learns there should be adaptable either to life or to the higher grades.

The finding of the fact and the story of the grades from the monument and the manuscript must be left to one part of the graduate school. But the using of the facts and stories is needed by the pupil and teacher in school and out, for pleasure, for use and for profession. Whatever the work in history in any grade may be, it should be to that extent conducive of self-reliance and of independence of teacher and book.

Facts can be used for pleasure, for use, for life. An analogy may make it still more clear. In the grades the child learns the numbers and later the multiplication tables—both are memory processes. But aside from this, he also learns their relations; he learns to add and subtract, to divide and multiply; in later grades he learns the fractional relations of numbers; later he learns the decimal relation, etc. These he uses in life or in the higher grades. In high school he learns other relations; in the college and the university he learns other more complex and intricate relations of numbers. Again, in English work he learns the most elementary relations of letters, words and sentences. Gradually growing in combination ability, he passess from grade to grade. And more or less perfectly this combining power is adjusted at every step to his life's every-day needs. Now, in history are we quite conscious of the numbers and the alphabet? Where and what is it in history that corresponds to the number and to the letter? to the doing of sums and problems? to the spelling of words and the formation of sentences?

I believe that there is such a relation between the facts of history, relations of which the pupil should be made conscious; so that whether he goes into life or into the next grade he can, as it were, do sums with dates, multiply with facts, spell with stories, and form sentences with the lives of great men.

Elementary relations are prerequisite both for the child and the subject; they must be within his grasp and must be also progressive through the grades till he leaves for life and for the higher grades where he can continue them; they must be within the province of the subject that it may unfold in depth and breadth to the user of these relations. As in mathematics and English, he should be introduced to them whenever he is ready; for relations and processes are the prerogatives of no grade but are determined alone by the ability of the

child. Some catch a method early, some late; some can readily progress to the more difficult problems in a moment, some only after long struggle; some can early learn additional methods, some only after tedious mastery of the preceding relations.

The following elementary relations are offered tentatively. I believe them to be within the grasp of the child—the grade teacher alone can prove it. I believe that they are capable of progressive use in higher grades and high school. In the university I know that ignorance of them causes trouble from freshman to graduate year. I offer them as elementary relations to the grades for use as the child is capable; in high school other relations can be introduced and in college and university more advanced relations can be added to these already learned and mastered. I believe that on this basis a child progresses through the course in history by stages of power rather than by stages of memory, by the development of ability to do rather than by the addition of more facts, by efficiency rather than by mass of dates and facts, by wisdom rather than by knowledge alone.

I. The power to see and use time relations between given facts. To be conscious of and able to use the time relation of *before, during* and *after;* to use them as habits as one uses the letters and the numbers in writing and figuring. The given facts are any facts that the child may have in his mind: stories, books, newspaper data, or things learned in the parlor or the street.

II. The power to see and use location relation between given places. To be conscious of the cardinal point relation between places, and that relation to the less changing physical features of the earth's surface within the historical period. The given places may be Dreamland Pavilion and the Ferry Building; Berkeley and Oakland; San Francisco and Milpitas.

III. The power to see and use elementary Cause and Effect between given facts. To be conscious of the law of causation and its widening circle as one looks deeper and deeper into human activity. The facts may be the stories heard from the teacher, accounts read in the papers of Cook and Peary, or a school-yard fight.

IV. The power to see and use elementary Tracing between given facts. To be conscious of the linking together of cause and effect,

of story with story, of history with history into a new and connected story.

To be conscious, in other words, of the relations in the beginning; yet through practice the child learns their use as a habit, as unconscious of them in the use as he is of the formation of the letter in writing his own name or in the formation of the figure in doing his sums.

The ability to handle these relations does not make the child a history student; they are only means to ends. The ideals and ends for their use come from each live child and each live teacher. If these relations crystallize into ideals and ends, then they have sunk into pedagogical devices of the mechanical sort. The knowledge of the tools and the ability to use them do not build houses. I believe that these relations will help the critics of history to answer their own questions, help to make the child in life to that degree independent of teacher and book, help him to handle facts found in factory or street, and most of all, help to efficiency and true self-initiative.

Speaker Cannon as an Illiterate

In the course of his long and active public career, Speaker Cannon has often been violently attacked by his political enemies and has occasionally been made the object of personal abuse. It remained, however, for a waiter in a Kansas City hotel to charge him with illiteracy. The Philadelphia *Public Ledger* tells the story thus:

Being in no mood to select his dinner, he had tossed aside, after a glance, the menu presented to him by his waiter, saying:

"Bring me a good dinner."

Incidentally "Uncle Joe" slipped the man a big tip in advance.

This repast proving satisfactory, the Speaker pursued the same plan during the remainder of his stay in Kansas City. As he was leaving, the servitor remarked earnestly, as he helped him on with his overcoat:

"I beg your pardon, sir, but when you or any of your friends that can't read come to Kansas City just ask for Tom."—*The Literary Digest.*

COMMENTS ON A LETTER FROM LUTHER BURBANK

NORA TUOMEY
Sebastopol, California

"SANTA ROSA, Cal., March 7, 1909.

"To the Grammar School, Sebastopol, Cal.

"MY DEAR FRIENDS—May each of your precious lives be joyous, happy and useful ones. Your parents and teachers are doing their best to make them so.

"The true secret of winning permanent happiness through all your lives is to be kind to all and to try to make the world a better place to live in. Kindness, smiles and faithfulness always bring happiness and often success when even hard work without them could not. Be a sunshine factory.

"LUTHER BURBANK."

On the morning of the sixtieth anniversary of his birth, Luther Burbank took time to pen the above autograph letter to the pupils of the Sebastopol public school. It is at Sebastopol that the world-famous Burbank experimental grounds are. For thirty years Luther Burbank has maintained his Sebastopol tract and here have been perfected very many of his horticultural triumphs. Much of his waking time has been spent in this beautiful spot, and a large share of the labors of his brain and hands has been performed here.

So when the writer, presuming on his indulgent kindness toward a friend, begged Mr. Burbank to send a word of greeting to her pupils to crown their Burbank Day exercises, the request was granted despite the rush of business that claims so much of Luther Burbank's precious time. The message is hereby extended to all of our children, for Mr. Burbank loves all children, of all degrees, ages, conditions whatsoever.

The life of Luther Burbank is one of the noblest, most inspiring and most charming among the lives of great men, and generations of children of the future will study that life and learn to love and appreciate the man as almost none of our children of to-day do, save in a vague and indefinite manner. For it is but in a vague and indefinite manner that the vast majority of teachers and other people of to-day are capable of thinking or speaking of Luther Burbank and his work. All have heard that he does bewildering and inexplicable things with plants—produces new and strange fruits and other vegetable products by startling methods. He is commonly known by that handy label of the ignoramus, "wizard,"

an obnoxious misnomer for which he feels a deep and abiding antipathy and which none who know him personally and regard him as his genius commands, ever are guilty of using.

Who Luther Burbank is, where he lives and why he lives there, what he does and how he does it, what he has already achieved and how he achieved it, what have been his gains and losses, his rewards, sacrifices, trials, what he is now striving to do, how he looks on life and on men and women and little children, why he is spending his life as he is—how many people in the world to-day, high or low, literate or illiterate, are prepared to appreciate within their own souls, much less teach others about these things concerning this eminent one living in our midst?

True it is, and alas! that crowds have flocked to see him. Writers of every degree and stage of curiosity and unpreparedness have flocked about him, and all these have rushed away with pop-eyed or slant-eyed impressions which they spread abroad with unfit, incoherent, or pseudo-judicial tongue or pen.

It is largely the exaggerations and yellow trash in general published in intended laudation of him and his work that have produced the recent reactionary crop of unspeakably contemptible attacks on Mr. Burbank's fame and achievements. As a contributing source we must add a few sizable handfuls of envy, malice, jealousy and general gracelessness and ingratitude. But the greater reaction is on the way.

To know Luther Burbank's work, methods and achievements is a liberal education. Should a desire be felt to get the sanest information in printed form—although the presentation suffers from the usual fault of redundant praise—the book by the late W. S. Harwood, "New Creations in Plant Life," may be recommended. It is a Macmillan publication.

To know Luther Burbank personally, to visit his grounds with himself as guide, to see and feel the simple, satisfying beauty of his home, to talk with him of things apart from his work and find him a master-thinker on literature, art, social problems, child-culture, whatever interests the intelligence—these, all, are rare privileges that because of his limited time for social life very few enjoy.

But because he bars the way to the general public and hedges himself in grounds protected from intrusion by warning notices, it is

not that he loves society less, but mankind more. He is laboring during long hours daily, often nightly, to produce sustenance and floral beauty for us and for the millions yet unborn.

Well might Luther Burbank, with apologies to Gitchie Manitou, say to the public:

"Oh, my children, listen, ponder!
I have given you flowers to cheer you,
I have given you fruits refreshing,
I have given you nuts and berries,
I have given you grains and grasses,
I have given you trees to shade you,
Filled your hands with fragrant blossoms,
Filled your laps with fruits abundant;
Why then do you importune me?
Why proclaim of what you know not?

"I am weary of your swarming,
Weary of your ceaseless queries,
Weary of your fulsome twaddle,
Of the waste of time you cause me;
All my strength is for my labors,
All my danger is in hindrance;
Therefore leave me peace henceforward,
And as brothers I will love you."

Enough Said

Not long ago a Toledo clergyman was called upon to conduct the services at the funeral of a man with whom he had had no acquaintance. So, thinking to glean a useful hint or two touching the deceased's character, when he was shown into the living-room, the divine called a little boy of eight, evidently a member of the family, and put to him this question:

"Can you tell me what were the last words of your father?"

"He didn't have any," responded the lad, with the utmost naivete. "Ma was with him to the last."—February *Lippincott's*.

THE TEACHING OF PUNCTUATION

IDA VANDERGAW
Oakland, California

NEARLY every primary teacher has at times been puzzled and discouraged to find that after long and careful drill upon the use of the capital and the various marks of punctuation, her pupils do not apply these rules to their own composition. The grammar grade teacher wonders why she has to spend so much time upon a phase of composition so limited in scope that seemingly the greater part of it should be mastered in the lower grades. Even the high school teacher must give considerable drill upon the simplest of these rules.

When results in any subject are even slightly unsatisfactory, common sense suggests that the causes be found. A careful study of the prevailing methods of development and drill has led me to the conclusion that these methods are largely responsible, as in many respects they are not in accord with sound psychological and pedagogical principles.

In order to make clear wherein these methods are faulty it will be necessary to note our mental processes when writing prose. First, we desire to communicate an idea. Then we formulate in words this thought. Then we note the form the idea has taken for the purpose of determining the punctuation. (These steps with the trained writer seem almost simultaneous.)

The child in the primary school has acquired considerable skill in expressing his thought in words, as he has been doing this since he learned to talk. The new step he must be taught is to note the forms, the words and groups of words expressing his ideas have taken. Next he must be drilled to associate with these forms the conventional marks of punctuation. We see now that the habit we wish the child to acquire is composed of three elements—expression of thought in words + examination of its form + use of symbols associated with these forms.

To form this habit, from the very first lesson the laws of habit formation should be followed.

As stated by Thorndyke some of these are:

1. Put together what you wish to go together.
2. Form each habit in the way it is to be used.
3. Form those situations which life itself offers.
4. Form no habits that will have to be broken.

Let us now note the prevailing methods of teaching this subject so that we may decide to what extent they are in harmony with these mental processes and pedagogical principles.

An examination of a large numbers of books on composition in the primary grades and of courses of study for schools in both eastern and western cities, shows marked similarity of method in teaching this phase of composition. A method commonly advocated begins by having the child copy from a reader a series of simple sentences for the purpose of having him note the capitals and marks of punctuation. Another presents a type form for study. This is followed by drills consisting of sentences dictated by the teacher. The child's task is to compare these with the type and then to apply the necessary punctuation. Both of these methods of development and drill violate rules 2 and 3, as the child is drilled in examining another's thought instead of his own, something he will rarely by called upon to do outside the schoolroom unless he becomes a proofreader.

In the dictation method, but one sentence is given at a time for study; therefore the pupil does not have to consider the question of completeness of thought. The one dictating does that for him. This procedure also violates rule 2, for in his original composition work the child usually will have several thoughts about one object or situation to express. Yet he has had no drill in the recognition of completeness of thought, a conception most essential to correct punctuation. Is it any wonder the child's composition upon any subject of his own childish interests, though containing delightful and often well expressed ideas, is frequently minus the capital and the period?

Moreover, the sentences dictated for drill are usually unrelated. The child therefore acquires the habit of beginning each sentence on a new line without considering the question of the closeness of relation of a thought to the one previously expressed. This is a habit most difficult to break and is one that is accountable for the difficulty so often experienced in teaching paragraphing. This type of dictation, then, violates rule 4.

When the pupil acquires considerable skill in punctuating the dictated type sentence, he is then told to write a given form, as a statement or a quotation. This is also a violation of rules 2 and 3. It is putting the cart before the horse as far as actual composition demanded by

life outside the schoolroom is concerned; for, as I said above, the form is noted ordinarily after the thought is formulated. It is not, except in poetry, consciously determined before hand.

Lastly, by the copying and dictation methods, training in expression has been almost if not entirely neglected. This is in violation of rule 1.

It is obvious if these criticisms are just that some other method of development more in accord with the principle of psychology and pedagogy should be devised. The following lesson units are an attempt to solve the problem:

(Concluded in the next issue.)

A FRIEND

ATHAN DAVID CUNNINGHAM
Maxwell, California

When I was poor and friendless and afraid,
He stood afar and watched me struggle through
And seemed to pity, yet he lent no aid.
I deemed him then my foe, and cursed him, too.

But when through struggle I had learned to win,
And in my strength forgot the way I came,
He took my hand and gently showed my sin,
I knew him then my friend, and blessed his name.

THE AUTO STROP

"When the train stopped at the little Southern station the Northern tourist sauntered out on the platform. Under a scrub-oak stood a lean animal with scraggy bristles. The tourist was interested.

"What do you call that?" he queried of a lanky native.

"Razorback hawg."

"Well, what is he doing rubbing against that tree?"

"He's stropping himself, mister, jest stropping himself."—*Success.*

Gleanings

ELEMENTARY AND HIGH SCHOOLS

A Summer School of Mechanic Arts will be held at Mount Hermon, Santa Cruz County, beginning about the middle of June and running for six weeks. Courses will be offered in all lines of correlated art and handwork, including applied design, hammered brass and copper, correlated handwork for primary grades, basketry, woodworking, elementary claywork and bent iron, domestic science and domestic arts. This school offers a fine opportunity for a profitable vacation. Those in attendance may live in tents if they choose and spend the hours outside of actual work in a fine natural forest. Mount Hermon is about seven miles from Santa Cruz, and is one of the most beautiful spots in California. The school will be in charge of a competent corps of instructors, including several Eastern men of national reputation. The principal of the school will be James Edwin Addicott, formerly of the San Jose Normal and president of the Newman Manual Training School at New Orleans.

Harris Weinstock, chairman of the Commission on Industrial Education, has appointed the following as members of the Commission: Will French, Editor *Labor Clarion*; Aaron Safiro, student; F. C. Jones, Deputy Labor Commissioner; Walter Weinstock, student; Harry Davis, Secretary Metal Trades Association; Hiram W. Johnson, Jr., attorney; John H. Francis, Principal Los Angeles Polytechnic High School; Alfred Roncovieri, Superintendent San Francisco schools; Geo. A. Merrill, Principal Lick School; Dr. W. Scott Thomas, University of California; L. E. Armstrong, Editor SIERRA EDUCATIONAL NEWS.

The first meeting of the Commission was held at the Hotel Richelieu, San Francisco, on March 10th. At this meeting plans were outlined for the prosecution of the work.

The State Board of Education has appointed the following teachers to assist the High School Textbook Committee in revising the list of high school texts from which boards of education may make adoptions: English—Fannie W. McLean, Berkeley High; A. J. Cloud, Lowell High, San Francisco: History, Civics, Economics—J. R. Sutton, Oakland High; Agnes E. Howe, San Jose Normal: Biology, Physiology—Chas. S. Morris, Palo Alto High; Elizabeth D. Palmer, Los Angeles High: German—Elise Wartenweiler, Berkeley High; Laura W. Friedrich, Pomona High: French—Josephine Ginaca, Los Angeles High; Emma M. Garretson, Alameda High: Commercial Subjects—B. F. Allison, Polytechnic High, Oakland; Ira W. Kibby, Red Bluff High: Manual Training—Grace G. Moore, Huntington Beach High;

A. S. Boulware, Colusa High; Mathematics—H. D. Brasefield, Fruitvale High, Melrose: A. C. Olney, Fresno High: Physics, Chemistry—Roy Fryer, Sacramento High; Anthony Rose, Surprise Valley Union High, Cedarville, Modoc County: Latin, Greek—H. O. Williams, Santa Barbara High; F. O. Mower, Ukiah High: Spanish—Ruth Henry, San Jose High; D. D. Sturgis, Nevada City High: Physical Geography, Geology, Astronomy—Edna E. Rowell, Fresno High; C. K. Studley, State Normal School, Chico: Agriculture—Nell Miller, Ventura Union High; H. F. Tout, Kern County High, Bakersfield: Domestic Science—Grace Smith, San Bernardino High; Sarah L. Waite, Watsonville High.

Alameda recently voted $180,000 for schools. A modern 20-room, reinforced-concrete building costing $100,000 will be built on the site of the Haight School. Another building, costing $65,000, to be known as the Washington School, will be erected at Santa Clara avenue and Eighth street. A four-room addition to the Wilson School will be made, costing $15,000.

Miss Jessie Richardson has been giving a series of lectures in the Alameda schools on "The Flag." These lectures have aroused great interest and enthusiasm.

Redlands has voted $85,000 for a technical high school.

The School Women's Club of Stockton is at work to raise at least $10,000 to purchase and equip playgrounds for the children of Stockton. The seventy-five members of the club expect that a prompt response will be made to the appeal. The recent parade of about 4,000 school children called the attention of the general public to the necessity of securing playgrounds in various sections of the city before the property increases in value to such an extent that it will require a large sum to give the youngsters a place to enjoy themselves.

The State Normal School of Manual Arts and Home Economics, in Santa Barbara, will graduate its first classes in June, and will not have a summer session this year. The president of the school, Miss Ednah A. Rich, will attend the N. E. A. in Boston and visit many institutions where manual training and industrial work are taught, though there is no other State Normal of this type in the United States. Miss Rich is vice-president of the Arts Industry Section, formed by the Manual Arts, Home Economics and Art Sections of the N. E. A. at the Denver meeting.

Wayne P. Smith, formerly superintendent of schools at Redlands, has been chosen city superintendent at Wallace, Idaho, to succeed Herbert Lee, who has been chosen head of the English department of the Los Angeles High School.

Miss Elizabeth Tindall, formerly of the Modoc County High School, has been elected principal of the Raymond Union School, Madera County.

Supt. Will C. Wood of Alameda lectured before the San Francisco Materialist Association on March 11th. His subject was "Democracy and Education."

Dr. N. K. Foster, examining physician for the Oakland Public Schools, appeared before the Board of Supervisors recently to ask for an appropriation for the establishment of a clinic for the treatment of the eyes and teeth of school children. Dr. Foster declared that the eyes and teeth of from ten to twenty per cent of the children are affected and that as these organs have influence on the lives of the children, and the parents are unable to give them attention, the State should.

Dr. Foster said that he had arranged for free medical treatment at the clinic if the county will provide medicines and other necessities. The matter was taken under advisement by the board.

The monthly luncheon of the San Francisco Schoolmen's Saturday Club was held at the Hotel Argonaut on February 26th. The meeting was addressed by Fred C. Jones, State Deputy Labor Commission, upon the practical working of the present law providing for the apportionment of school funds.

The Board of Education of South Pasadena voted unanimously at its last meeting to establish departments of Manual Training and Domestic Science next fall. The work will be given in the High School building, where excellent quarters were provided at the time the building was planned. The High School is so located as to be easily and quickly accessible to pupils from the four grammar schools.

The new Marengo Avenue School, a $35,000 eight-room building, is rapidly going up.

South Pasadena had a Flag Day celebration February 22d, in which the schools took a very active part. In the parade, which was a very beautiful affair, the schools had five floats containing more than a hundred pupils.

Corona recently voted $30,000 for a new grammar school.

To gradually do away with the necessity of a juvenile court by reducing the temptations for children will be the object of the proposed Children's Welfare League of Alameda County, according to plans outlined by Probation Officer Christopher Ruess in a recent address before the women of the Oakland Club. The club, which took the initial steps in introducing probation work in this county, will again take the lead in the organization of the new league. Mr. Ruess declared that the prevention of the sale of tobacco, liquor and "Diamond Dick" novels and the enforcement of the laws respecting school attendance and child labor would immensely decrease the chances of boys and girls going wrong.

James Rawson, a recent graduate of Stanford University, has begun work in the Hemet Union High School in Spanish and mathematics.

At a meeting of the Board of Directors of the California Teachers' Association, held at the Grand Hotel, San Francisco, on February 26th, Alfred Roncovieri was elected president of the C. T. A. for 1910, vice Dr. Alexis F. Lange, who declined the position because of a multiplicity of duties.

In the matter of representatives in the California Council of Education, the secretary reported that more complete returns entitled the C. T. A. to eleven delegates. As Superintendent Roncovieri became a member ex officio by his election as president of the C. T. A., he resigned his position in the Council as an elective members, and upon ballot the three following were elected to the vacancies: Dr. A. F. Lange, Supt. J. W. Linscott, Supt. Jas. B. Davidson.

Fresno will soon vote on a bond issue of $60,000 for public playgrounds. And the good work goes on.

A meeting of the legislative committee of the California Teachers' Association was held in Oakland on February 26th. Dr. Wm. Carey Jones of the University of California presided. A discussion covering the subjects suggested at the recent meeting of the C. T. A. was the order of the day. It was the desire of the committee that definite plans might be formulated and presented to the coming meeting of the city and county superintendents. A number of committees were appointed and requested to report at the next meeting, which will be held in Oakland on March 26th.

Hemet will lay the cornerstone of the new high school soon with appropriate ceremonies. Ex-Governor Bois of Iowa will deliver the address.

The Placer County High has just installed a four-year domestic science course. The work will include sewing, cooking, bacteriology, household decoration and architecture. The department will be under the direction of Miss Alice Seiler of Washington, D. C., a graduate of the University of Illinois.

At the meeting of the California Council of Education at Fresno, on March 12th, the following members were in attendance:

A. S. McPherron, San Bernardino; Mark Keppel, Los Angeles; P. W. Kauffman, Pomona; Dr. E. C. Moore, Los Angeles; Ednah A. Rich, Santa Barbara; A. L. Hamilton, Pasadena; J. A. Cranston, Santa Ana; Hugh J. Baldwin, San Diego; Duncan MacKinnon, San Diego; E. W. Lindsay, Fresno; Margaret Hanson, Visalia; C. L. McLane, Fresno; H. Rode, Hanford; Alfred Roncovieri, San Francisco; L. E. Armstrong, Oakland; Dr. A. F. Lange, Berkeley; J. W. Linscott, Santa Cruz; Jas. A. Barr, Stockton; M. E. Dailey, San Jose; E. Morris Cox, Oakland; Mrs. Clara M. Partridge, Berkeley; James B. Davidson, San Rafael; Duncan Stirling, Salinas; Geo. W. Moore, Colusa; Delia D. Fish, Red Bluff; W. M. Mackay, Chico.

STATE NORMAL SCHOOLS

The San Diego State Normal School will have a summer session again this year. It will be held from July 5th to August 12th. The faculty will be made up practically of those teachers regularly in the San Diego State Normal School with the addition of Miss O'Kane of the Los Angeles Normal School faculty, who will do the work in drawing. The work for this year will be almost entirely method work, so that the school will be open practically to teachers of experience only, and those in charge hope thus to make it of particular value to the general teaching force of California. The usual nominal fees only will be charged, as, for instance, fees for material used in laboratories, and a $2.00 registration fee. This means that the faculty of the summer session is giving its services to the State gratis.

For additional information, address W. C. Crandall, Dean of the Summer Session, San Diego Normal.

The new building at San Jose will be ready for occupancy when school re-opens in September. This building will probably be the finest and best-equipped normal school building in the United States. The president of the school, Dr. M. E. Dailey, takes great pleasure in showing visitors over the building.

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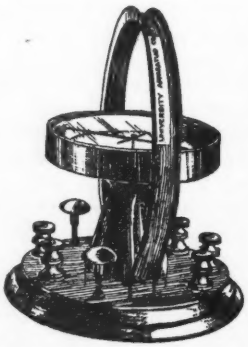
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UNIVERSITIES OF THE STATE

Announcement that Dr. David Starr Jordan will retire from the presidency of Stanford at the age of sixty-five—six years hence—will create deep interest in educational circles throughout this country and abroad. It is gratifying that Stanford, the State and the nation, are to have the services of Dr. Jordan for so long a period as six years more. It is Dr. Jordan's idea—in fact the Stanford idea—to retire from active faculty service while still in the prime of mental vigor before the decrepitude inevitable to age comes on. At sixty-five Dr. Jordan no doubt will be as virile mentally as at present. But he prefers to surrender his post while yet vigorous, rather than continue in harness until forced to raise the white flag by the ravages of age.

Dr. Jordan has made a deep impress upon Stanford University. His profound scholarship and his dignified demeanor as well as his methods as head of the great institution, have given Stanford an enviable standing among the great universities of America.—*Pasadena Star.*

The late D. O. Mills was the founder of the philosophical department of the University of California, having started it with an endowment of $150,000. The Mills professorship in the department is named in his honor.

Following close upon the announcement that David Starr Jordan would retire from the presidency of the university in 1916, comes the announcement from J. C. Branner, vice-president of the institution, that he, too, will retire on the Carnegie pension in 1916. Besides the president and vice-president, the university will lose M. B. Anderson of the English department and Professors W. R. Dudley and O. P. Jenkins of the botany and physiology departments.

Professor Branner is now the head of the geology department and is one of the leading authorities on geology on the Pacific coast.

All of these men will retire on the Carnegie pension fund rule. None of the retiring professors have made any definite plans to be followed after retirement.

The Agricultural Department of the University has formulated plans for the operation of another demonstration train. The enthusiasm with which these trains have been received, and the co-operation which the Southern Pacific Company and others have shown has moved the department to this decision.

In the cars of the train full and comprehensive exhibits of illustrative material will be placed, covering various phases of agricultural and horticultural work in this State. These exhibits are designed to show better

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Stockton, California

Say you saw it in the Sierra Educational News.

methods of work upon our farms and to indicate more economical methods of procedure. Men from the College of Agriculture, and practical men from the farms of the State, will deliver, at stopping points, lectures on methods to be pursued in increasing the value of agriculture, horticulture, stock raising, dairying, poultry raising and kindred industries.—*California Alumni Weekly.*

Dr. J. A. Bergstrom of the department of education at Stanford University, died recently, from a tumor on the brain. A clear thinker, a close student, and an estimable man in every way, his death will be sincerely regretted by many.

Professor E. Whitney Martin of the Latin and Greek department at Stanford, who for the past year has been acting head of the same department at the University of Nevada, will return to his regular work at Stanford next September.

Theodore Roosevelt has presented the University of California with the skin of a bull elephant as a trophy of his famous hunt in the African wilds.

OUTSIDE THE STATE

The students of Cornell University will erect a memorial tablet to Ross Gilmore Marvin, who was drowned on Commander Peary's expedition to the North Pole.

The tablet will be of bronze, and will be placed on the wall of Sage Chapel. The inscription reads as follows:

"Marvin planted the Cornell colors beyond the farthest of Nansen and Abruzzi"—Commander Peary.

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Commander Peary has consented to give the memorial address at the unveiling of the tablet.

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Say you saw it in the Sierra Educational News.

Supt. Elmer L. Cave of the Bellingham (Wash.) schools, formerly principal of the Haight School, Alameda, has been re-elected for a term of three years at a salary of $3,000. Congratulations.

The proportion of illiterate native white children of native parentage in continental United States, according to the last census, was 44.1 per thousand. The proportion of illiterate native white children of foreign parentage was only 8.8. This certainly shows a commendable appreciation on the part of foreign-born parents of the educational advantages offered by the public and private schools of the country, and it shows in a striking way the great work of the schools in so-called assimilation.

There are enrolled in the public schools of Hawaii 16,119 children, of whom 14,423 are in the first four grades. Of these 16,119 pupils only 597 are above fifteen years of age. From 1896 to 1906, the enrollment of Hawaiians decreased from 5,480 to 4,845; the enrollment of part Hawaiians increased from 2,443 to 3,422; of Japanese, from 397 to 4,297; of Chinese, from 931 to 2,092; of whites, from 1,059 to 1,546.

Following is a proposed ruling of the State Board of Health of Wisconsin:

"No person or corporation in charge of or control of any railroad train, or station, or public or private school, or state educational institution shall furnish any drinking cup for public use, and no person or corporation shall permit on said railroad trains, or stations, or at said public or private schools, or state educational institutions, the common use of the drinking cup."

Economics classes at Dartmouth are required to subscribe to New York daily papers this year instead of purchasing textbooks.

Kept Her Word

"Harold," said the young woman, resolutely, "I promised my mother I never would marry any man without asking him how he stood on the great question of woman suffrage. You will tell me how you stand."

"I'm opposed to it, Bella," bluntly answered the young man.

"Well—er—that's all I promised mamma; I didn't bind myself to refuse any good man just because he—now, Harold, you stop that!"—*Chicago Tribune.*

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This book marks a departure in high school texts on the subject of English Literature. The author writes of literature in a truly literary way. The sympathetic and scholarly atmosphere pervading the entire work can not but inspire a love of good literature and give a better insight into the life and history of our race. The author has deemed this a more noble aim than the development of a detailed critical skill on a second-hand familiarity with literature through what has been written about it. We believe that one needs only to grasp the viewpoint of this book to accept it. It is truly an exceptional book.

SMITH'S PLANE GEOMETRY. Developed by the Syllabus Method. By Eugene Randolph Smith, A.M., Head of the Department of Mathematics, Polytechnic Preparatory School, Brooklyn, N. Y. Cloth, 12mo, 192 pages. Price, 75 cents. American Book Company, New York; San Francisco, 565 Market street.

This book has grown naturally from ten years' class work, and reflects the growing opinion among teachers that the proofs of geometry should be worked out by the pupils, rather than merely memorized. The list of theorems is sufficient for any college entrance examination. The laws of logic used in plane geometry are first stated in the most usable manner. The methods of discovering proofs are reduced to as few kinds as possible, and the definitions and axioms are given in quite complete form. The exercises are numerous and helpful. This method stimulates the pupil to think to the limit of his ability, lays emphasis upon accuracy in the work, encourages originality, and develops individuality.

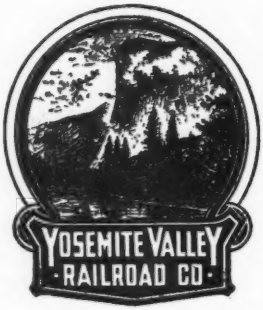
CARSON'S HANDBOOK OF ENGLISH COMPOSITION. By Luella Clay Carson, Ph.D., President Mills College. Cloth, 275 pages. Price, 60 cents. World Book Company, Yonkers-on-Hudson, New York.

Many teachers have believed for a long time that the essentials of English grammar and rhetoric should be put on a working basis in brief, clear-cut form. This book meets the belief and justifies the expectation. The really essential things for a mastery of English are given, without being covered with verbiage and unnecessary erudition. This little volume is one that will prove helpful to many people; it is a good book for high school and college classes as a text; for teachers in all positions; and for the busy writer who needs a ready reference. It is full of ready-to-use information.

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This pupil's textbook chooses for study such subjects as naturally fall within the school environment. These are presented to the pupils through their own investigations and experiments, the text being in the form of questions depending upon the knowledge already accumulated, or upon the scholar's power of observation. Earth, air, water, fire, plants, animals, birds, insects, minerals, and many other subjects, are interestingly and helpfully discussed; so that the pupil gains an intimate understanding and appreciation of the world of nature. The many illustrations throughout the book are of real help in the study.

HILGARD AND OSTERHOUT'S AGRICULTURE FOR SCHOOLS OF THE PACIFIC SLOPE. By E. W. Hilgard, Ph.D., LL.D., Professor of Agriculture, University of California, and W. J. V. Osterhout, Ph.D., Assistant Professor of Botany, Harvard University (formerly Associate Professor of Botany, University of California). Cloth, 428 pages, 209 illustrations. Price, $1.20. The Macmillan Company, 565 Market street, San Francisco.

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MCKINLEY'S PUPIL'S NOTEBOOK AND STUDY OUTLINE IN ROMAN HISTORY. By Edna M. McKinley, Ph.B., Teacher of Ancient and European History, Central High School, Syracuse, N. Y. Manila, 144 pages, 7x8¼ inches. Price, 25 cents. American Book Company, New York; San Francisco, 565 Market street.

This notebook combines the topical and library methods of studying history. There is a skeleton outline of topics, with indications of subdivisions, and blank spaces in which the student is to write the more important sub-topics, and other brief notes to complete the outline. Special topics for collateral reading are inserted to supplement the text in the proper places. Reports of these special topics are to be made in class in connection with the regular text lesson, and are to be written by the student on the blank pages left for this purpose at the end of the book. Very full lists of books, with pages specified, to be referred to in this connection, follow each period. There are also nine outline maps to be filled in, and numerous spaces for drawings and plans to be made by the pupil after consulting the books mentioned.

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Be Strong!

We are not here to play, to dream, to drift,
We have hard work to do and loads to lift,
Shun not the struggle; face it; 'tis God's gift—
Be strong!

Say not the days are evil,—who's to blame?
And fold the hands and acquiesce—O shame!
Stand up, speak out, and bravely, in God's name.
Be strong!

It matters not how deep entrenched the wrong,
How hard the battle goes, the day how long,
Faint not, fight on!
To-morrow comes the song.
Be strong!

—Maltbie Davenport Babcock.

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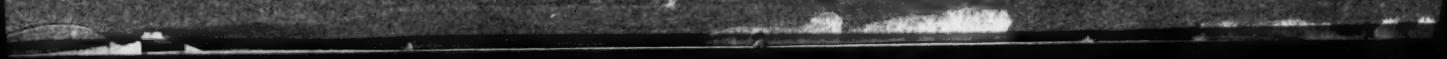
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